

TWEEDDALE PRIMARY SCHOOL

POLICY FOR BEHAVIOUR

Review of the Policy

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the Local Governing Body on 13th March 2018.

The policy will be reviewed by the Head Teacher annually and by the governing body in **January 2021** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Management and individual curriculum coordinators.

Signed.....
Headteacher

Date.....

Signed.....
Chair of Governors

Date.....

BEHAVIOUR POLICY

RATIONALE OF THE TWEEDDALE BEHAVIOUR POLICY

Our school is part of the Tweeddale community where everyone has the right to enjoy and achieve in a safe environment.

In order to achieve this, we aim to create an ethos where everyone feels secure and confident irrespective of race, gender, sexual orientation, culture and religion, with equal opportunities for all. Each child and adult needs to understand what rights and responsibilities they have as members of this school. All children have the right to be taught and to learn, without disruption due to undesirable behaviour from others.

All adults must adhere to the behaviour policy to ensure fair treatment for all children.

Tweeddale's approach to providing a supportive school environment gives both teachers and pupil's a direct responsibility in managing acceptable behaviour within our school. This will create a successful teaching and learning environment and develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions. We want our children to do the right thing because they know it is the right thing to do.

AIMS

1. To establish high expectations of good behaviour;
2. To encourage a calm, purposeful atmosphere within the school;
3. To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued;
4. To encourage everyone to accept responsibility for his/her own behaviour, leading to increasing independence, self-esteem and self-discipline;
5. To have a consistent approach to behaviour throughout the school, with parental co-operation and involvement;
6. To ensure that the boundaries of acceptable behaviour are clear and consistent, and all staff and children know the sanctions and rewards;
7. To encourage respect for all individuals, including their culture, gender, race, sexual orientation and particular needs and circumstances;
8. To encourage respect for property and the school environment.

We believe that the best way to achieve this is through positive recognition of a pupil's achievements. All members of staff will use every opportunity to promote high standards of behaviour through the curriculum, through day-to-day contact with children and through the example they set.

CORE VALUES

The basis of this policy is our core values, as follows

<i>Every Individual Matters:</i> We are all important, all special, all deserve to be heard.
<i>Be honest:</i> Tell the truth, take responsibility, own up.
<i>Respect each other:</i> Be considerate, think of others, don't be rude or unkind, hurtful or destructive.
<i>Be supportive:</i> Help each other, give support to one another, look out for one another.
<i>Strive for excellence:</i> Try your best, keep going, be determined to succeed, don't give up.

Our core values were chosen by our school council and underpin everything we do. They highlight collectively important concepts that need to be worked at and focused on by all pupils, staff, parents and governors. Our core values are displayed around the school and form part of our Home/School Learning Partnership Agreement.

Teachers also devise specific classroom rules with the children, based on the core values, appropriate to their pupils' ages and their particular classroom organisation. These are referred to constantly and may have photos or pictures to reinforce them particularly for the younger children.

Home/School Learning Partnership Agreement

In order to achieve our aims each member of the Tweeddale community has certain responsibilities. These responsibilities are also part of our Home/School Learning Partnership Agreement. The Home/School Learning Partnership Agreement is introduced to children when they start school and revisited with pupils and parents annually. When pupils are admitted mid-term, their parents will be asked to sign the agreement as part of the admissions process. The child will also be expected to sign the agreement. In the Foundation stage the Home/School Learning Partnership Agreement may be signed by the teacher and parent during the child's home visit.

PROMOTING A POSITIVE ETHOS IN THE SCHOOL AND ENCOURAGING POSITIVE BEHAVIOUR

We have based our expectations of behaviour on a series of rewards and sanctions, rights and responsibilities. We will promote the positive behaviour we desire, and ensure there is a safe and secure environment that promotes success, achievement and self-worth.

Playground and Hallway rewards

When children are seen following the core values and doing the right thing during break times and lunchtimes, they can be given house points by any member of staff. Examples of good behaviour include walking down the hallways, letting others play their games, helping a friend who has been hurt and sharing playground equipment. The children need to take their house point ticket (to be made) to show their class teacher, and collect the number of spots they need for their house points sticker board.

Compliment rewards

Whenever a whole class is complimented by another member of staff, the children earn a letter to spell out the word compliment. When the whole word is spelt, the children can vote on a whole class reward.

Excellent behaviour

Using the 'good to be green' card system. If the child is displaying excellent behaviour, they may be given a gold card. This also acts as a certificate. The child can take it home at the end of the day to inform parents of the excellent behaviour. Examples of excellent behaviour include exceptional work, perseverance to complete work, being a great team member and following the core values.

Gold Book

Two children from each class are chosen by the teacher each week, to receive a gold book certificate in assembly. These are given out by the phase leaders and the reason for their achievement is shared. These children get to sit on a bench for the assembly and are encouraged to sit tall and proud.

Headteacher Awards

Teachers send children over the week to the Headteacher if they display exceptional behaviour or work. These children receive a Headteacher's award, which is presented during a weekly assembly. The children can sit on a bench throughout the assembly, and sit tall and proud of their achievement. The children's names are included in the Headteacher's newsletter.

House Points

All children are allocated a house team once they join Tweeddale Primary School. Children have sticker boards which are displayed in classes or kept in children's trays. Class teachers can make their own, or use the templates (Appendix B). The children can win coloured sticker 'spots' by showing desirable behaviour. Any adult can give out house points, to a maximum of 2 at once.

Key Stage 1 and EYFS sticker boards have 10 spaces, Key Stage 2 have 15. Once the board is completed the child shows their phase leader, and receives a certificate to take home. Their points are added to the house team totals by the phase leader. They also get their name put in a ticket box, and two names are drawn out each week during phase assemblies. The winning names get to choose from a lucky dip box held by the Inclusion Manager.

The winning house team at the end of the year will take part in a workshop or show such as drumming/puppet show/science experiments.

Completed sticker boards are given to the children to take home. They then start another one.

Praise and encouragement

Children like to feel good about themselves, and adults giving genuine praise whilst having high expectations can be incredibly powerful. All adults will praise children for following the core values.

Stickers/stamps

Stickers and stamps are an instant way to give feedback to children and encourage good behaviour. They may be stuck on the child, or put on their work/books.

Whole Class rewards

Class teachers may use whole class incentives to encourage good behaviour. There will be a whole class goal that all children understand e.g. filling a jar with marbles, points on a chart, beads on a thread. Once the goal is achieved, the whole class vote for a reward from the whole class rewards list.

Golden time

Classes have Golden time on a Friday afternoon. This is often a time where teachers get to talk with children in a more relaxed manner, and are able to listen and observe social relationships within their class. All children start the week with the full half an hour of golden time. However, this is not a right, and children who have not followed the core values or class rules may have minutes taken off their Golden time over the week. They can earn their minutes back with good behaviour.

MODIFYING BEHAVIOUR THROUGH THE USE OF SANCTIONS

If children make or continue to make the wrong choices, they need to understand that there are consequences for their actions. We have a graduated response to support teachers in dealing with inappropriate behaviour, making roles and responsibilities clear.

Warning cards

All classes have 'It's Good to be Green' charts displayed in their classes in a prominent position. They are labelled with the children's names. Every day all children start on a green. The coloured cards are a clear system that all children will understand. First, children get a verbal reminder if their behaviour needs modifying. This may be direct or indirect by praising those children sitting around the child in the hope the good behaviour will 'spread'. If the negative behaviour continues a yellow card is placed behind their name. The child may need to be moved, or have equipment taken away from them at this stage. If the behaviour continues again, they receive a red card. This means the child must go to time out in class. While there they need to reflect on their behaviour, and complete the reflection sheet. Once the child has returned to join their class, their red card is replaced by a yellow one. If their behaviour is still inappropriate they receive another red card, and are sent straight to time out in another class.



Gold cards are given out for excellent behaviour.

Some behaviours warrant immediate time out in class, or even out of class.

Time out

All classes will have a time out table or reflection area where children can sit undisturbed and complete work/complete a behaviour reflection. Next to this area there will be a range of questions or pictures to encourage the children to think about what they did and how they can make it better. The time out area will also have an egg timer at it (5 mins for EYFS and KS1, 10 minutes for KS2). The children will be responsible for turning the timer and returning to the class when it is done.

When children are sent to time out in another class, teachers need to send children to their partner class ie Cheetahs to Jaguars. Children are to complete a reflection whilst in time out in their own and/or another class, and put it in their own classes box when finished. They must turn the timer, but wait for permission to return to their own class once it runs out. Behaviour reflections will be filed in class, and monitored half termly by the senior leadership team.

No child is to be left outside a classroom unsupervised, or asked to go to time out in another class by themselves. They must be escorted by another child or adult to ensure they get there calmly and safely.

Senior Staff Involvement

Some behaviour needs immediate intervention from a senior member of staff (see below). Children with statements are to go to the Inclusion Manager. All other children are to go to their phase leaders, with the Headteacher as a last resort if staff are in meetings/not in school/unable to see the child or if the behaviour is serious or escalating.

If senior staff are involved, parents need to be notified. This can be via a phone call or letter (template on the smt drive). If senior teacher involvement is needed regularly, parents/carers will be invited into school for a formal meeting. Senior staff will keep a log of the children sent to them, so they can monitor the frequency and reasons they have been sent.

Behaviour Contracts/ Behaviour Reports

A child can be put on behaviour contract by any senior leader. Behaviour contracts are usually for 2 – 3 weeks at the most. There will be set targets that will be closely monitored with a reward at the end of the day for achieving them. The targets and reward will be chosen on discussion with the child. There will be a home/school part of the contract for parents and staff at school to comment, to encourage good communication and honesty about the situation. The contract will be regularly checked by senior staff.

Playground behaviour

Children in the playground who do not follow the core values will be given a warning. If they continue to misbehave they will be asked to go to time out – 5 minutes for KS1, 10 minutes for KS2 children. When the children are sent to time out, their name is recorded in the playground behaviour book. This is checked weekly by senior leaders.

Some behaviour warrants instant time out, or time inside with a senior teacher. In some circumstances children may need sanctions as below.

Parental Involvement

Parental involvement is essential at all stages of the process and we will inform parents, as appropriate so that we can work together to have a positive impact on the ethos and behaviour within the school and support children to behave in an expected manner.

REWARDS CHART

Years 1 - 6 Behaviour	Reward	By Whom
Consistently doing the right thing	Praise Stickers or stamps Recognition of good behaviour Green or gold on the 'good to be green charts' House points given out Feedback to parents	Class teacher Teaching assistant
Following the core values around the school or in the playground	Praise House points given out House point lucky dip draw Class teacher told Feedback to parents	Class teacher Teaching assistant Midday supervisor
Excellent behaviour which could include outstanding work produced or attitude to learning and/or peers. Following the core values and setting a good example to others.	Praise Stickers and stamps House points given out It's good to be... gold card to take home and inform parents Gold book Headteacher rewards	Class teacher Teaching assistant Phase Leader Senior Midday Supervisor Senior Leadership Team Deputy Headteacher Headteacher
Excellent whole class behaviour	Praise Compliment reward Golden time Whole class reward	Class teacher Teaching assistant Phase Leader Senior Midday Supervisor Senior Leadership Team Deputy Headteacher Headteacher

SANCTIONS CHART

Years 1 - 6 Behaviour	Sanction	By Whom
For minor incidents in class e.g. fiddling, wasting time, talking out of turn, swinging on a chair etc.	Warning Move child's place Remove distractions	Class teacher Teaching assistant
For continued incidents in class, as above, or more serious incidents e.g. calling out, walking about, rude noises, constant talking, arguing with other children. At lunchtime – not following instructions from midday supervisors, minor misbehaviour in the playground.	Yellow card Red card if behaviour continues Time out in own class Short loss of playtime (supervised by classroom staff) Golden Time reduced for individual children or whole class Short loss of lunchtime play using 5 or 10 minute timers.	Class teacher Teaching assistant Midday supervisor
For continued incidents as above, or more serious incidents, in class or in the playground, e.g. name calling, damaging property, intentionally disrupting the play of others.	Red consequence card Time out in another class If the behaviour continues the child will be sent to a senior teacher, parents informed, and will need to work in a supervised space. Detention from Senior Midday Supervisor	Class teacher Teaching assistant Phase Leader Senior Midday Supervisor
If behaviour continues or for more serious incidents e.g. spitting, stealing, vandalism, racism, violence, running out of class, refusing to follow instructions, bullying (physical or verbal), fighting in class, refusing to comply, verbal abuse towards children/adults	Child may be sent home Child may be put on report (daily progress monitoring charts checked by teacher and Senior Leadership Team daily) A member of the Senior Leadership Team to meet with the parent/carer and child to keep the situation under review.	Headteacher Deputy Headteacher Senior Leadership Team
If there is still no improvement in the behaviour of the pupil or for a serious one-off incident of violence or serious verbal abuse.	Headteacher meeting with parent/carers Possible consultation of outside agencies Fixed term exclusion	Headteacher Deputy Headteacher

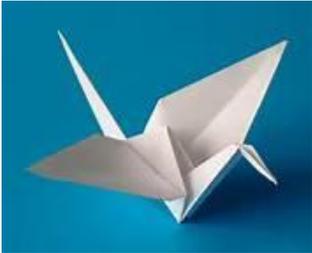


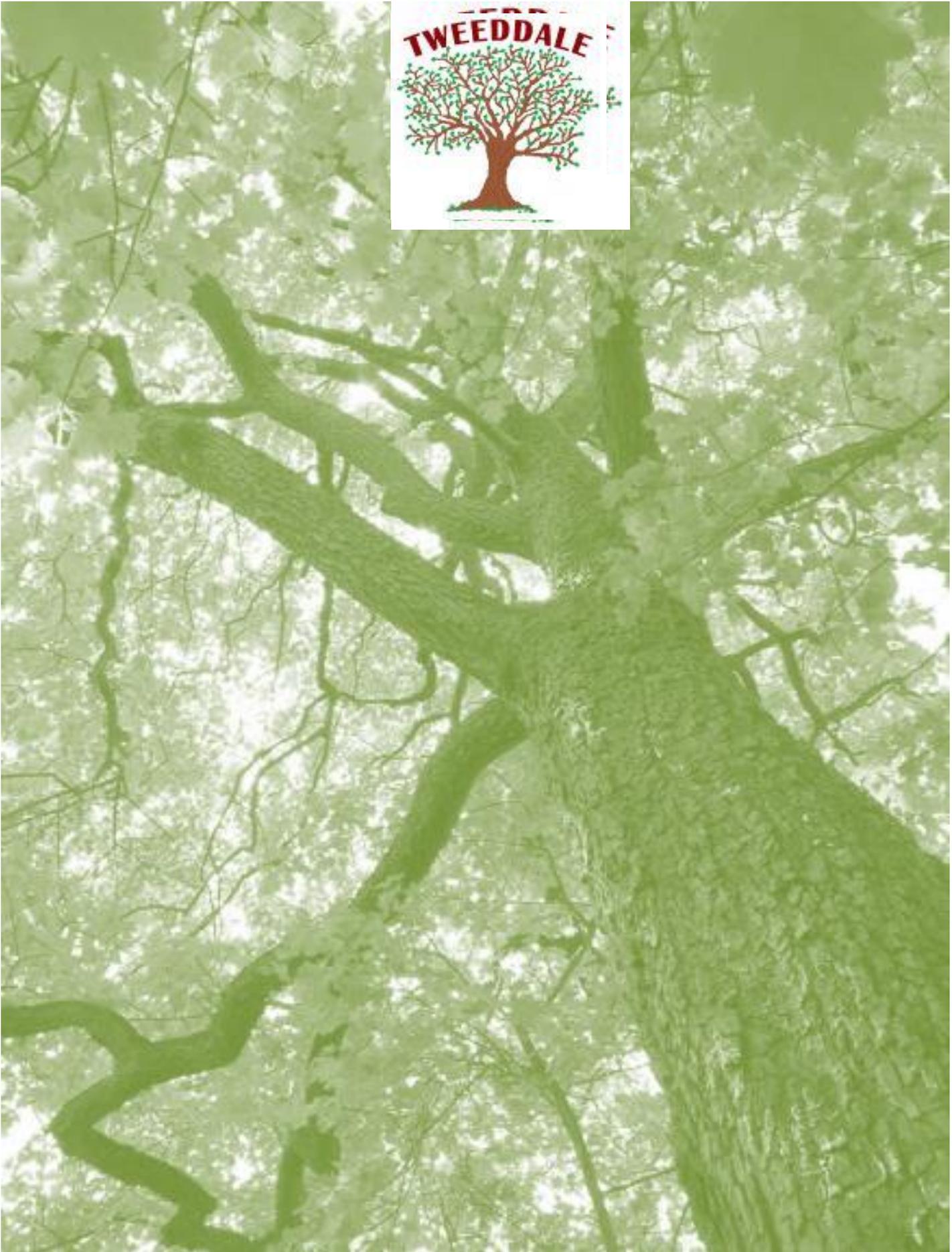
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<p>Congratulations</p>  <p>2</p> <p>house points</p>	<p>Congratulations</p>  <p>2</p> <p>house points</p>	<p>Congratulations</p>  <p>2</p> <p>house points</p>
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Whole Class Rewards

<p>Fifteen minutes on the climbing frame</p> 	<p>Fifteen minutes extra play time</p> 	<p>Fifteen minutes football</p> 
<p>Fifteen minutes using PE equipment</p> 	<p>Fifteen minutes using musical instruments</p> 	<p>Fifteen minutes board games</p> 
<p>Fifteen minutes computer time</p> 	<p>Fifteen minutes art time</p> 	<p>Fifteen minutes construction and small world play</p> 
<p>Fifteen minutes indoor free choice</p> 	<p>Fifteen minutes paper craft</p> 	<p>Ice Lollies</p> 



The Tweeddale School Reflection

Help us respect each other, be considerate of each other's needs and be kind to those around us.

Help us to understand how important and special we all are, that we all matter and all deserve to be heard.

Help us to be honest, to tell the truth, take responsibility and own up even though this can be difficult.

Help us to be supportive, to really be a friend when someone needs us, whoever they are.

Help us to always strive for excellence, to keep trying even when we feel like giving up, to be the best we can be.

Help us most of all to work together to make our school as good as it can be.



Tweeddale Primary Behaviour Reflection

Name:	
Date:	Year:
What did you do?	
Why did you do it?	Who has been affected by this?
What can you do to make things better?	What should you do in future?

Tweeddale Primary Behaviour Reflection



Name:					
Date:		Year:			
I made other children feel... when I					
	sad	angry	upset	happy	
	I made the teacher feel... when I				
		sad	angry	upset	happy
I feel... because					
		sad	angry	upset	happy
	To make things right I need to...				
	Draw what happened...				

You are a
super star



because you

Signed
Date

You are a
super star



because you

Signed
Date

You are a
super star



because you

Signed
Date

You are a
super star



because you

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You are a
super star



because you

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You are a
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because you

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